

BARNES GREEN PRIMARY SCHOOL

EYFS Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2021 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

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At Barns Green Primary our Reception PAN (pupil admission number) is 20. We run mixed age classes and our EYFS children are taught in a mixed Reception/Y1 class. The class has a class teacher and a full-time teaching assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The aim of our EYFS curriculum is to build upon interests and prior knowledge to enable children to meet their early learning goals and be prepared for their next stage of learning.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Alongside this, staff also plan 'in the moment', observing the children closely during their play and looking for opportunities to move learning along and support the children to develop at their own pace, through their interest and fascinations.

Staff take into account the individual needs and stage of development of each child and use this information to plan a challenging and enjoyable experience.

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Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning as they complete their Foundation Stage experience and move into Y1.

5. Assessment

At Barns Green Primary, ongoing assessment, from the [Reception Baseline Assessment](#) starting point, is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also value observations shared by parents and/or carers.

At the end of the EYFS, staff complete the [EYFS profile](#) for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels, or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Our relationship with families begins straight after parents receive their offer of a place with us. In the term before the child starts school, parents will be invited

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to meet the class teachers and find out how the school day runs. They will also be given information about transition. The children will be invited to two sessions in the classroom where they can spend time getting to know their new teachers and other pupils. We will also visit the children in their nursery settings and at home whenever possible. Our priority is to build positive and lasting partnerships with parents before the children set foot in school.

At the start of the Autumn term families will be offered a home visit so the children can re-familiarise themselves with their teachers and so that parents can ask any questions they may have before their child starts.

Once the children have started school, parents will be invited to a curriculum meeting where the class teachers will talk in detail about how the school day runs, and how the curriculum is taught.

Parents and/or carers are kept up to date with their child's progress and development and in the Autumn and Spring term will receive information about their child's 'next steps'. In the Autumn and Spring terms, parents will also be invited to a parent's consultation with the class teachers. In the Summer term the children will receive their child's EYFS profile report. These measures help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher and teaching assistant are responsible for ensuring that the children's learning and care is tailored to meet their needs. They support parents and/or carers in guiding their child's development at home. The class teacher and SENDco also help families to engage with more specialist support, if appropriate. All members of the EYFS team will have a role in the development of every child.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every three years.

At every review, the policy will be shared with the governing board.

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Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

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